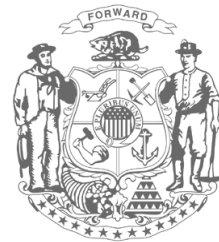


Fall

2006

WISCONSIN



WKCE-
CRT

Directions for Test Administration

Grade

5

The logo consists of a square divided into four triangles by a white 'W' shape. The triangles are shaded in a dark gray color.

Wisconsin Student Assessment System

The Wisconsin Student Assessment System (WSAS) is a comprehensive statewide program designed to provide information about what students know in core academic areas and whether they can apply what they know. The Fall 2006 *Wisconsin Knowledge and Concepts Examinations—Criterion-Referenced Test* (WKCE-CRT) is customized to measure the Wisconsin Model Academic Standards and is developed and designed by Wisconsin educators in conjunction with CTB/McGraw-Hill. For students in Grade 5, the test includes multiple-choice and short-answer items in Reading and Mathematics.

TEST SECURITY

The Directions for Test Administration and the test books must be kept secure. Students must not be exposed to test content before the actual testing. If students have prior knowledge of test content, results of testing can give a deceptive picture. Please assume responsibility for maintaining strict security of these documents.

The Department of Public Instruction does not discriminate on the basis of sex, race, religion, age, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disability.

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Table of Contents

MESSAGE TO TEACHERS

i

BEFORE TESTING

STEP 1	Check Your Test Materials	1
STEP 2	Observe Test Security Guidelines	2
STEP 3	Plan Your Testing Schedule	6
	<input type="checkbox"/> Working with Proctors	7
	<input type="checkbox"/> Possible Testing Schedules	8
	<input type="checkbox"/> Administering Makeup Sessions	10
STEP 4	Organize Your Classroom	10
STEP 5	Prepare Your Students	11
STEP 6	Use Appropriate Testing Procedures	11
STEP 7	Fill In the Student Information Page	12

DURING TESTING

STEP 8	Administer the WKCE-CRT Test	18
	<input type="checkbox"/> Reading	19
	<input type="checkbox"/> Mathematics	27
	<input type="checkbox"/> Directions for Clearing Stored Memory from Calculators	36

AFTER TESTING**STEP
9**

Fill In the Student Assessment Report
(back cover of the test book) 39

**STEP
10**

Assemble Materials for Return 42

☐ Marking Tests Invalid 42

THE ASSESSMENT MATRIX

43

MESSAGE TO TEACHERS

The Directions for Test Administration will help you administer the Wisconsin Knowledge and Concepts Examination—Criterion-Referenced Test (WKCE-CRT) in a uniform manner that is essential for the integrity of this testing program. Following the instructions exactly ensures similar testing conditions in all classrooms. Test directions must be read as written.

State and federal laws require that state assessments must allow for the inclusion of **all** students, including students with disabilities and English language learners, to the extent practicable. If you have students with disabilities, English language learners, and/or Section 504 students for whom the standardized testing procedures are not appropriate, please check “The Assessment Matrix” section of this manual or Section 6 of the *WKCE Guide for District Assessment Coordinators and School Assessment Coordinators* (DAC Guide) for guidelines on allowable test accommodations. Also, if you have blind or visually impaired students who are taking the Braille or Large Print version of the test, check the DAC Guide for information on how to facilitate their testing. Students with disabilities and English language learners who do not participate in the statewide assessment must participate in either the Wisconsin Alternate Assessment—English Language Learners (WAA-ELL) or the Wisconsin Alternate Assessment—Students with Disabilities (WAA-SwD).

Questions in the Reading test must **not** be read aloud to any student because these questions test reading comprehension. Mathematics questions may be read aloud to students with an IEP or Section 504 plan that allows for such accommodation. Make sure these students are tested in a room separate from the regular classroom setting since the teacher’s reading aloud would be disruptive to the other students. Students for whom the Mathematics questions are read aloud may all be given the same test book form (A06, B06, C06, or D06). The test book form is indicated on the front cover of each test book.

For Grade 5, there are four different test book forms, which are packaged together in groups of five and twenty-five. The forms should be distributed to the students in the order in which they are packaged. Each student should receive only one test book form. Always check to see that each student has his or her own test book form.

Given the variety of conditions at each school, it is not possible to provide one ideal test schedule that can be implemented in every setting. In planning your testing schedule, consider the facilities and daily schedules of your school, as well as the ability to conduct the testing in a manner that will encourage and allow for student success.

IMPORTANT

To protect the integrity of the test and to protect the school staff from any appearance of impropriety, you may **not** check or read the students’ answers after testing.

As we developed the WKCE-CRT, our mission was to create a standardized assessment instrument that would help teachers help students. The WKCE-CRT test provides useful, comprehensive information about student progress, and helps students understand where they are in relation to their academic goals. By following the guidelines in this manual, you can help ensure that the test will work validly and equitably for all students.

STEP

1

Check Your Test Materials

Check to be sure you have the following materials.

If any materials are missing, contact the CTB Help Desk at (800) 282-2203.

FOR THE TEACHER

- ☐ Directions for Test Administration
- ☐ one form of a test book
- ☐ “Do Not Disturb” sign

FOR EACH STUDENT

- ☐ test book
- ☐ punch-out tools (Punch-out tools for each Grade 5 student include a set of pattern blocks and a ruler with U.S. customary and metric measurement.)
- ☐ No. 2 pencil with eraser (no pens)
- ☐ extra eraser
- ☐ scratch paper
- ☐ calculator (Sessions 2, 3, and Part B of Session 4)

Students must have access to at least a four-function calculator. Use of a scientific calculator is a student option. Students may use a scientific calculator if they choose to and are familiar with the calculator. The use of graphing calculators is a district decision. If your district has decided to allow graphing calculators, it is imperative for security reasons that examiners clear calculator memories at the beginning and at the end of each session for which calculators are allowed. The directions for clearing calculator memories are located on pages 36 through 38 of this manual. Calculators or other electronic devices that possess any of the following features are not permitted:

- QWERTY keyboard
- Devices that make noise or “talk”
- Touchscreen, electronic writing pad, pen-input or stylus-driven entry systems
- Removable memory units
- Image capture or video recording or transmission
- Sound recording or transmission
- Wireless communication (infrared, Bluetooth®, WiFi®, cellular, radio, etc.)

CALCULATORS

Students must have access to at least a four-function calculator.

Students may use a scientific calculator if they choose to and are familiar with the calculator. The use of graphing calculators is a district decision.

If graphing calculators are allowed, the calculator memories must be cleared by the examiner before and after each session for which calculators are allowed, following the directions for clearing calculator memories. The directions are located on pages 36 through 38 of this manual.

Mathematics, Session 1 and Session 4 Part A measure computation skills. For that reason, use of calculators for those sections of the test is not allowed for any student, including students whose IEP or Section 504 plan allows for such accommodation.

Observe Test Security Guidelines

Test Security

The primary goal of WKCE-CRT test security is to protect the integrity of the examinations. To ensure that trends in achievement results can be calculated across years in order to provide longitudinal data, a certain number of test questions must be repeated from year to year. If any of these questions are made public, the validity of the test may be compromised. If the reliability or validity of a test is compromised, it may require the invalidation of the test scores of individuals or entire classes, as well as other disciplinary actions. The best way to ensure test security is to limit access to tests to those educators who must have access and to ensure that all who have access understand the crucial need for test security. An outline of acceptable and unacceptable test preparation and administration practices for instructional and administrative staff has been prepared by the Wisconsin Department of Public Instruction (DPI).

Wisconsin Student Assessment Security Warning: This statement appears on the cover of every test book.

TEST SECURITY

All passages, stimuli, and questions used in the *Wisconsin Knowledge and Concepts Examinations—Criterion-Referenced Test* are CONFIDENTIAL and must be kept SECURE at all times. Unauthorized use, duplication, or reproduction of ANY or ALL portions of the test material is prohibited. Violation of security can result in district disciplinary action, prosecution, and/or penalties by the Department of Public Instruction or CTB/McGraw-Hill.

What Is Meant by Test Security?

Tests developed and used in the WSAS statewide testing program are secure, proprietary test instruments published by CTB/McGraw-Hill under contract with DPI and copyrighted by DPI. The shelf portions of the Language Arts, Science, and Social Studies assessment at Grades 4 and 8 are copyrighted by CTB/McGraw-Hill. Any disclosure or dissemination of actual test items to any person may be considered a copyright violation and may severely undermine the value of the test and adversely affect the validity of test results. The confidentiality of test questions and answers is paramount in maintaining the integrity and validity of the test. Therefore, the DPI staff and all Wisconsin educators must take every step possible to assure the security of test instruments.

Who Is Responsible for Test Security?

Everyone who works with the assessments, communicates test results to others, and/or receives testing information is responsible for test security.

This includes:

- ☐ DPI staff
- ☐ District Administrators
- ☐ District Assessment Coordinators (DACs)
- ☐ School Assessment Coordinators (SACs)
- ☐ students, parents, and the community at large
- ☐ certified and non-certified school staff
- ☐ Cooperative Educational Service Agencies (CESAs) staff

Pre-Test Security

All WKCE-CRT test materials must be kept secure. Do not photocopy or duplicate any portion of the test book at any time. Test books must be placed in a **locked** storage cabinet or area before and after all testing sessions. Test security is the responsibility of the entire school community.

District Assessment Coordinators should work closely with School Assessment Coordinators to direct the management of the WKCE-CRT. The first responsibility is to ensure test security throughout the testing process not only to protect the integrity of the test, but also to protect principals and teachers from any appearance of impropriety. On a daily basis, DACs and SACs should make sure that all test materials are placed in a locked storage area when not in use during a testing session. They also must make sure that students do not share information about test content when the test is administered to same grade-level students at different times. If any deviation is noted, they should take immediate action to correct it. Depending on the severity of a deviation in security, it may be necessary to advise the DPI's Office of Educational Accountability.

What Are Some Examples of Test Security Violations?

Test security violations can be committed by educators, students, or others.

Some examples of test security violations by **educators** include, but are not limited to:

- ☐ leaving students unsupervised during testing;
- ☐ leaving test materials in an unsecured place;
- ☐ photocopying or keeping a personal copy of the test;

- ☐ taking notes about test questions and using them or a close paraphrase to prepare students for testing;
- ☐ offering “hints” that indicate an answer or help eliminate answer choices;
- ☐ rephrasing the test questions;
- ☐ editing (changing) student answers after completion of the test by erasing any wrong answers and writing in the correct ones;
- ☐ providing test accommodations for students with disabilities that are not included in the student’s IEP or IAP;
- ☐ allowing students to go back to previously tested sections in the test book to check their work; and
- ☐ allowing students to go back to the current section in the test book to change their answers after allowed testing time has expired.

Some examples of test security violations by **students** include, but are not limited to:

- ☐ obtaining a test book to study or to let others study;
- ☐ securing a marked test book or “crib sheet” from a teacher or another student;
- ☐ copying answers from another student during testing;
- ☐ sharing specific test information with other students in the same grade who are scheduled to take the same test at a later time; and
- ☐ taking a test during the makeup period and asking a student who has already completed the test to disclose test questions and/or answers.

Possible Consequences and Sanctions for Compromising Test Security

Administrators, certified and noncertified school staff, students, and parents must adhere to ethical procedures in testing. Violation of these procedures can be investigated, and appropriate sanctions may be taken by the local school board, DPI, and/or the court system.

In regard to professional staff licensed by DPI, the definition of “immoral conduct,” which is the predicate for suspension and revocation of licenses and includes “conduct or behavior that is contrary to commonly accepted moral *or ethical* standards,” is located in Section 115.31(2) Wis. Stats.

School or district staff members must immediately report all incidents of cheating or other test irregularities by students or staff to the District Assessment Coordinator and to the DPI Office of Educational Accountability. When a testing irregularity is alleged to have occurred, DPI will ask the school and district to conduct a thorough fact-finding investigation of

the alleged irregularity and report the results of its investigation to DPI as quickly as possible.

After receipt of the fact-finding report, DPI staff will consult with the district on the severity of the alleged testing irregularity, whether it was severe enough to affect test results, and at what level—student, school, or district. Since the validity and reliability of the examinations rest with the department, DPI will ultimately determine whether the irregularity should be declared a testing violation, whether the WKCE-CRT results should be invalidated, and at what level. Affected results may not be reported in the Wisconsin School Performance Report or used for other accountability measures. At the school and district levels, this could result in the loss of a year's test results for the grade(s) and subject(s) affected by the test irregularity. There will be no opportunity to retest.

Test security violations may be reported by the school faculty, students, their parents or other family members, and persons in the community. They also can be detected by erasure analysis, unusual score gains, or other irregularities.

Disciplinary measures for educators and school staff will be determined at employment level based on local board policy. In extreme cases, DPI reserves the right to pursue its own sanctions as to department-licensed individuals for school or district testing irregularities.

Potential sanctions for **educator** violations of security measures may include:

- ☐ suspension or acceptance of voluntary surrender of certificate of licensure;
- ☐ suspension without pay or a written reprimand;
- ☐ termination of contract, acceptance of resignation, or retirement;
- ☐ civil legal liability for copyright violations;
- ☐ legal prosecution;
- ☐ public embarrassment; and
- ☐ others as determined by local school boards.

Students who are found to have cheated on the WKCE-CRT will receive no results for the content area test in question. Disciplinary measures for students are handled at the school or district level.

Potential sanctions for **student** violations of security measures may include:

- ☐ invalidation of test results;

- ☐ invalidation of specific test questions or subtests, or invalidation of pass/fail proficiency results;
- ☐ suspension or expulsion from school, or other disciplinary actions as specified by the local school board code of conduct;
- ☐ suspension or exclusion from participating in school extracurricular activities, such as sports, plays, school-sponsored social functions, etc., as dictated by local school board policies;
- ☐ denial of appointment to a school membership team, such as mathematics or debate team;
- ☐ removal from an elected office, such as president of the student council, etc., as dictated by local school board policies; and
- ☐ others as determined by local school boards.

STEP
3

Plan Your Testing Schedule

Separate practice tests are no longer provided with your test materials. Practice items for Reading and Mathematics are posted on the DPI Web site at <http://dpi.wi.gov/oea/kce.html>. These are the released test items from the Fall 2005 WKCE-CRT operational form, which can be used as practice activities in the classroom prior to administering the test.

- ☐ Review the test and test directions in advance.
- ☐ To minimize security concerns, consider coordinating the schedule with the School Assessment Coordinator and teachers so that all Grade 5 students in your school will take the same session of the test at the same time.
- ☐ If student pre-ID labels are not used, allow enough time to complete the Student Information Page.
- ☐ Avoid testing on days just before or after vacations, important school functions, holidays, or weekends.
- ☐ Avoid testing just after students have had strenuous physical activity.
- ☐ Observe timing guidelines:
 - Do not begin a test session unless there is enough time to complete it. The time limit for each test session must be observed; however, if **all** students finish before the time limit, that test session may be concluded.
 - For each session, allow five to ten minutes for distributing materials and reading directions aloud.
- ☐ Schedule breaks to maintain an unhurried pace and a relaxed atmosphere. Be sensitive to students' fatigue level and attention span, and alter your schedule as necessary.

To minimize security concerns, consider coordinating the schedule with the School Assessment Coordinator and teachers so that all Grade 5 students in your school will take the same session of the test at the same time.

Working with Proctors

Review your plans with proctors prior to testing. Proctors are certified staff (including administrators, teachers, and paraprofessionals) who are employed by the school or district, and may also include student-teachers who normally have responsibility for supervising students. Parent volunteers should not be allowed to proctor examinations. Prior to assisting in administering the WKCE-CRT, schools and districts should ensure that proctors have received the same preparation and training as teachers and others who administer the tests. This training should include:

- ☐ reading and becoming familiar with all WKCE-CRT test materials and procedures;
- ☐ becoming familiar with appropriate testing accommodations;
- ☐ ensuring proper test security, including
 - not allowing students to view the WKCE-CRT prior to testing;
 - remaining in the classroom the entire testing time;
 - monitoring to ensure that students do not receive improper assistance during testing;
 - preventing and reporting any acts of academic dishonesty including, but not limited to, cheating, plagiarism, stealing, or copying the WKCE-CRT.

Proctors can help you

- ☐ arrange the testing room
- ☐ fill in the Student Information Page (unless student pre-ID labels are used)
- ☐ prepare punch-out tools for distribution to the students by removing the punch-out tools from the sheets
- ☐ distribute test materials
- ☐ make sure students are working in the correct place in their test books
- ☐ supervise students during short breaks (Students requiring use of restroom facilities must be escorted by the test administrator or a proctor.)
- ☐ prevent talking or sharing of answers
- ☐ collect materials at the end of the testing session

As a general rule, one proctor for every 15 students is recommended.

TESTING DATES

October 23 through
November 24, 2006.

Tests must be administered according to the specific directions. The testing schedules provided are possible schedules. You may adjust the number of sessions administered per day, as long as the order of the sessions and the test times are followed and one complete session is administered in one sitting. An entire session must be administered in a single sitting.

For students who are absent on the first day of testing and who are expected to take all or some of the test sessions when they return: Avoid delays during the first scheduled makeup session by applying the student pre-ID labels or completing the Student Information Page for the student test books.

Possible Testing Schedule 1

GRADE 5

DAY/CONTENT AREA/SESSION	TESTING TIME*
<input type="checkbox"/> Fill in the Student Information Page (unless labels are used)	
<input type="checkbox"/> DAY 1: Reading, Session 1	40 minutes
<input type="checkbox"/> DAY 2: Reading, Session 2	40 minutes
<input type="checkbox"/> DAY 3: Reading, Session 3	40 minutes
<input type="checkbox"/> DAY 4: Reading, Session 4	30 minutes
<input type="checkbox"/> DAY 5: Mathematics, Session 1	25 minutes
<input type="checkbox"/> DAY 6: Mathematics, Session 2	35 minutes
<input type="checkbox"/> DAY 7: Mathematics, Session 3	30 minutes
<input type="checkbox"/> DAY 8: Mathematics, Session 4, Part A	10 minutes
Break	10 minutes
Mathematics, Session 4, Part B	10 minutes
<input type="checkbox"/> Fill in the Student Assessment Report (back cover of the test book)	

***Note: Timing does not include time for test administration tasks and breaks. Add approximately 10–15 minutes each day to distribute materials, read directions, and collect materials to estimate total time needed. Add time for breaks between sessions if more than one session is administered on the same day.**

The testing schedules are possible schedules. You may adjust the number of sessions administered per day, as long as the order of the sessions within a content area and the test times for each session are followed and each session is administered in one sitting. You may administer sessions for more than one content area on the same day; for example, a mathematics session in the morning and a reading session in the afternoon.

Possible Testing Schedule 2

GRADE 5

DAY/CONTENT AREA/SESSION	TESTING TIME*
<input type="checkbox"/> Fill in the Student information Page (unless labels are used)	
<input type="checkbox"/> DAY 1: Reading, Session 1	40 minutes
Break	10 minutes
Reading, Session 2	40 minutes
<input type="checkbox"/> DAY 2: Reading, Session 3	40 minutes
Break	10 minutes
Reading, Session 4	30 minutes
<input type="checkbox"/> DAY 3: Mathematics, Session 1	25 minutes
Break	10 minutes
Mathematics, Session 2	35 minutes
<input type="checkbox"/> DAY 4: Mathematics, Session 3	30 minutes
Break	10 minutes
Mathematics, Session 4, Part A	10 minutes
Break	10 minutes
Mathematics, Session 4, Part B	10 minutes
<input type="checkbox"/> Fill in the Student Assessment Report (back cover of the test book)	

***Note: Timing does not include time for test administration tasks and breaks. Add approximately 10–15 minutes each day to distribute materials, read directions, and collect materials to estimate total time needed. Add time for breaks between sessions if more than one session is administered on the same day.**

If a student misses part or all of the test, arrange a makeup session.

TESTING STUDENTS WHO REQUIRE ACCOMMODATIONS

Be sure that plans are in place for students requiring special test accommodations. Please check "The Assessment Matrix" section of this manual or Section 6 of the *WKCE Guide for District Assessment Coordinators and School Assessment Coordinators* (DAC Guide) for guidelines on allowable test accommodations.

Administering Makeup Sessions

Students who are absent for one or more sessions should take the remaining sessions with other students upon their return, and makeup sessions for the missed session(s) may be scheduled for a later time. Deviations from administering test sessions within a content area in order are permissible for students who are absent during a scheduled test session.

Every attempt should be made to administer makeup tests to absentees and to any student who missed one or more of the scheduled sessions. Scheduling of makeup sessions must be coordinated with the School Assessment Coordinator to eliminate conflicts and ensure that the students will be taking makeup tests under the same conditions as the other students.

- ☐ Before each makeup session, retrieve from the School Assessment Coordinator the test books for those students who need to make up that particular test session.
- ☐ For each makeup session, distribute and collect student test books and administer the test according to the appropriate instructions in this manual.
- ☐ Return test materials to the School Assessment Coordinator after each makeup session.

For students who are absent on the first day of testing and who are expected to take all or some of the test sessions when they return: Avoid delays during the first scheduled makeup session by completing the Student Information Page for the student test books (if labels are not used).

STEP

4

Organize Your Classroom

- ☐ Plan for the distribution and collection of materials.
- ☐ Plan seating arrangements. Allow enough space between students to prevent sharing answers.
- ☐ Eliminate distractions, such as bells or telephones.
- ☐ Use a "Do Not Disturb" sign on the door of the testing room.
- ☐ On the board, indicate starting and stopping times for each test session.

STEP**5**

Prepare Your Students

- ☐ Inform students that they will not be allowed to bring into the testing area cell phones, camera phones, personal digital assistants (PDAs), any device with infrared or Bluetooth® technology, or any other form of wireless communication. In addition, students will not be permitted to use any form of wireless communication during short breaks in the testing session.
- ☐ Emphasize that students using a graphing calculator must back up stored information to an alternate storage device before testing.
- ☐ Help students approach the testing in a relaxed, positive way.
- ☐ Explain that the purpose of taking an achievement test is to find out which skills have been mastered and which skills need further development.
- ☐ Point out that some items may be more difficult than others and some material may be new to students; they are not expected to know all the answers.
- ☐ Reassure students that they will be given ample time to do their best.
- ☐ Emphasize that the test requires no special preparation and that scores will not affect their grades.

Help students do their best by presenting the testing experience in a positive way.

STEP**6**

Use Appropriate Testing Procedures

To ensure that test results are valid, reliable, and equitable, tests should be administered with the same directions and the same time limits.

COACHING

Be sure students understand the directions and how to mark and write answers. Assist them with test-taking mechanics, but be careful not to inadvertently give hints or clues that indicate an answer or help eliminate answer choices.

GUESSING

Encourage students to attempt all items. Tell them to read each question carefully and make their best attempt at answering. Be careful not to imply that they should guess randomly.

Following the instructions exactly ensures similar testing conditions in all classrooms. Test directions must be read as written.

STEP

7

Use the board to show students how to fill in the data grid, e.g., write the teacher, school, and district names on the board for students to copy.

STUDENT PRE-ID LABELS

The labels in the left column of the label sheets are for teacher use only. The litho-barcode labels are for the test book covers.

Proctors may help by filling in the Student Information Page.

Fill In the Student Information Page

The Student Information Page must be completed **only if you are not using student pre-ID labels**. Your district was provided student pre-ID labels; please use these labels even if they contain incorrect information. The opportunity to correct this information will be provided by updating WSLs and ISes or in the Record Editing System (RES). You should have received three labels per student. The left-hand label with NO litho-barcode is for teacher use only. Apply one litho-barcoded student pre-ID label to the front cover of the test book. Place the second litho-barcoded label with the student's name on it on the back cover of the test book. If one of the litho-barcoded labels is damaged, lost, or destroyed, make sure an undamaged litho-barcoded label is placed on the **front cover** of the test book; tell the student to print his or her name on the back cover in the space provided. Samples of the Student Information Page and a student pre-ID label can be found on pages 16 and 17 of this manual.

If student pre-ID labels are not available, ask students to print their names on the back cover of the test books. Then lead the students through the process of filling in the Student Information Page on the inside front cover of the test books, as follows.

To be completed by student or school/district staff:

1. **STUDENT'S NAME:** Print the Last Name, First Name, and Middle Initial in the spaces provided. If there are not enough spaces for each part of the name, print only as many letters as there are spaces.
Fill in the appropriate circle below each letter. If the letter space is blank, fill in the empty circle at the top of the column under that letter space.
2. **BIRTH DATE:** Write the birth date in the spaces provided. Fill in the appropriate circles in each column for the Month, Day, and Year of Birth. If a birth day is a single digit, the "zero" circle in the left-hand column under "Day" should be filled in.
3. **TEACHER, SCHOOL, DISTRICT:** Print the teacher, school, and district names in the appropriate boxes.
4. Fill in the circle for Female or Male.
5. **ETHNICITY:** Fill in the racial/ethnic group that the student belongs to or identifies with.

To be filled in by teachers, test proctors, or district assessment coordinators based on information provided by school or district personnel with access to the relevant student records after completion of testing:

6. WI STUDENT NUMBER: Write the ten-digit Wisconsin Student Number (WSN) in the spaces provided. Fill in the appropriate circle below each digit. More information on WSNs and a list of WSLs/ISES administrators can be found at this DPI Web site: <http://dpi.wi.gov/lbstat/dm-esedata.html>.
7. MOBILITY STATUS: If the student has NOT been enrolled in the district for 9.25 months, fill in the circle for “NO” on the DISTRICT line. If the student has NOT been enrolled in the school for 9.25 months, fill in the circle for “NO” on the SCHOOL line. “Yes” will be assumed unless “NO” is marked.
8. LOCAL STUDENT I.D. (recommended): If your school district has chosen to assign Local Student I.D. numbers, write the number in the spaces provided. If the Local Student I.D. has fewer than ten digits, make sure the last digit of the number falls in the space farthest to the right. Write leading zeros in any remaining spaces. Fill in the appropriate circle below each digit.
9. OPTIONAL FIELD: Districts may use this local-use field for their own purposes, or they may leave it blank. This ten-digit numeric field is used to record additional information about students in the WKCE-CRT student data file. Among other examples of data that might be recorded in this field are the length of time a student has attended a particular school, the types of services the student has received, or the student’s homeroom teacher or guidance counselor.
10. TESTING STATUS: Testing status should be left blank for the vast majority of students (99%+). If a student is not expected to participate in WSAS Regular or Alternate Assessments, then mark the reason for nonparticipation.

P = parent or guardian requested to excuse this student from participating in WKCE-CRT. This request must be honored at Grades 4, 8, and 10, per state law. All students excused by parent opt-out count as “not tested” students for determining Adequate Yearly Progress (AYP).

F = special status H student (see next page) whose 504 Plan indicates that the student should not take WSAS tests (rare). *This code is not valid for students with disabilities (special status “D”).*

Note that students will be coded as “T” (expected to participate in all content areas covered by WSAS) unless coded as “P” or “F.” Participation in WSAS Regular Assessments (WKCE-CRT) or WSAS Alternate Assessments (WAA-SwD or WAA-ELL) counts as participation in WSAS

IMPORTANT

You may contact the District Assessment Coordinator or the DPI for further clarification of a student’s status.

for the purpose of determining Adequate Yearly Progress (AYP). See Step 9 on page 39 of this manual for directions about recording the result of WSAS Alternate Assessments.

11. SPECIAL STATUS: To protect students' privacy, fill in the following sensitive demographic data after testing, just before test materials are sent to CTB. The status codes are defined below. Please read the definitions carefully. Be sure to mark all codes that apply for each student. **Important:** If no special codes are marked, the student's special status will be recorded as "none."

D = student with a **disability**. A "student with a disability" is a student who is considered eligible for the federal child count as reported by the district to DPI on the IDEA Federal Student December 1 Data Report (PI-2197). This includes any student who was reported by the district as eligible on PI-2197 or who has been identified as eligible since December 1, unless the student has exited the district's special education program. Status as a "student with a disability" is based on the student's status as of the date the student is tested.

H = student who has a **physical or mental impairment** covered by Section 504 of the Vocational Rehabilitation Act.

U = **long-term U.S.** student indicator. Beginning in Grade 1, a student who has attended school in the United States for at least five consecutive years is considered to be a long-term U.S. student. This data element is required of ELL students with English Proficiency status codes 1 and 2. Students who have attended school in the U.S. for three consecutive years, beginning with Grade 1, must be assessed in Reading and Language Arts regardless of their individual level of English language proficiency (using tests written in English). The exception is that districts may determine, once a year on a case-by-case basis, that a particular student's knowledge and ability can be more validly and reliably measured by assessing the respective student in the appropriate language other than English for a period that does not exceed two additional consecutive years. For a more complete definition, see No Child Left Behind Act of 2001 Title I sec. 1111(b)(3)(C)(x). The student's English language proficiency level is collected in section 1 of the Student Assessment Report (see Step 9 on page 39).

M = **migrant** student. A "migrant student" is any student who is, or whose parent/guardian is, a migratory fisher, a dairy worker, or an agricultural worker, AND who in the preceding 36 months has moved from one school district to another in order for the worker to obtain temporary or seasonal employment in agricultural or fishing work.

Z = student who is **economically disadvantaged**. An “economically disadvantaged” student is a member of a household that meets the income eligibility guidelines for free or reduced-price lunch ($\leq 185\%$ of Federal Poverty Guidelines) under the National School Lunch Program. Districts are permitted to use their best local source of information about the economic status of individual students that is consistent with the DPI definition above. In the absence of reliable subsidized-lunch eligibility data, districts might want to consider using available county data, scholarship information, post-secondary options information, etc.

12. FOR SPECIAL STATUS “D” STUDENTS RESIDING OUTSIDE OF YOUR SCHOOL DISTRICT ONLY: This section must be completed only for a student with a disability (SwD) who resides outside of your school district. If the student does not attend school in your district under Open Enrollment or Chapter 220, fill in the circle for “NO.” “Yes” will be assumed unless “NO” is marked. If “NO,” the test book requires special processing because the district of residence will be held accountable for the performance and progress of this student. In order for the student’s data to be accurately processed, CTB needs you to provide the following information about this student on the Student Information Page.

District of Residence: Provide the four-digit number assigned by DPI for the district of residence. Residence is based on where the student typically sleeps at night. For students with disabilities who reside in another state, use the code 9999. The code for the “District of Residence” is generally the same as the “Public Agency of Responsibility” number as reported for the student on the IDEA Federal Student December 1 Data Report (PI-2197).

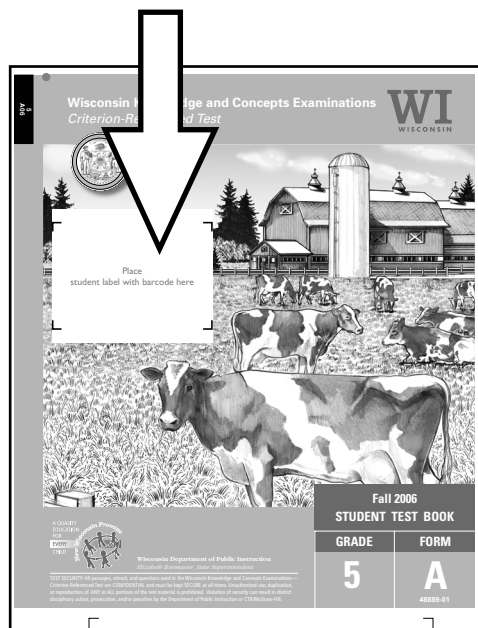
Inside Front Cover of the Test Book

For students without pre-ID labels, be sure to fill in circles for the student's birth date.

The data on this form are required for all students enrolled, including students tested and students not tested. This information will be used to produce summary reports about your school.

Place Student Pre-ID

Label here.



Master Reference Label

This label *should not* be applied to the test books

Student Barcode Labels

These labels should be applied to the student test book, one on the front and one on the back of the book. If one label is damaged, apply the undamaged label to the front of the test book and write the student's name on the back.

STEWART, MARY K

LOCAL STUDENT ID: 1234567890
SCHOOL : ADAMS FRIEND 0130
DISTRICT : ADAMS FRIEND 0014
GRADE : 05
GENDER : F
BIRTH DATE : 10/04/97
ELP STATUS : 7
DISABILITY : Y

2006-2007 BARCODE ID: 12345678



STEWART, MARY K

ADAMS FRIEND 0130
ADAMS FRIEND 0014
GRADE: 05

12345678



STEWART, MARY K
ADAMS FRIEND 0130
ADAMS FRIEND 0014
GRADE: 05

12345678

Student Pre-ID Label

NOTE: "ELP" is an acronym meaning "English Language Proficiency." Every student has an ELP status of 1, 2, 3, 4, 5, 6, or 7. Students who have an ELP status of 1 or 2 may take the Wisconsin Alternate Assessments for English Language Learners (WAA-ELL) in lieu of WKCE-CRT.

Data from the Wisconsin Student Locator System (WSLS) and the Individual Student Enrollment System (ISES) were used to create student demographic pre-ID labels for all students enrolled in Grades 3–8 and 10. The initial shipment of pre-ID labels should arrive at the beginning of the testing window. A second shipment of labels, for students who are new to Wisconsin Public Schools after October 1, should arrive in districts by the end of the testing window. It is critical for reporting and accountability that districts use these labels. Unlike prior years, "bubbling" all test books for the school or district should not be considered a viable option. Bubbling will only be necessary in very rare cases when a label is not available for a new student. WSLS and ISES records may not be completely updated in your district; therefore, you may see data that are inaccurate on the pre-ID label. However, if you can determine that the label is for a student who should be tested on WSAS, you should still use the label. Corrections and updates must be made to your district's records in the WSLS and ISES databases. Contact your local WSLS/ISES administrator to make changes.

If a student transfers out of your district after labels have been shipped, you should send that student's demographic pre-ID label along with other confidential records. The receiving district should still use this label even though it appears to have inaccurate school and district information on it.

Corrections and updates to the WSLS and ISES databases can be made through at least mid-November. Once these data are "locked" in early December, DPI will send a new student demographic data file to CTB and all updates made in WSLS and ISES will be incorporated into the student WSAS data during the scoring process. Accurate reporting and accountability determinations depend on the integrity of these data. Please work with your district WSLS/ISES administrator to make changes in a complete and timely manner.

DPI may have created labels for some students who are not in a tested grade. These labels should be destroyed, not placed on a test book.

For more information on student pre-ID labels, see <http://dpi.wi.gov/oea/wsasdata.html>.

SUGGESTIONS FROM TEACHERS ABOUT ADMINISTERING TESTS:

"I always point to the first question in each session so students know where to begin."

"I move a paper clip along the page with each 'SAY' to help me keep my place."

STEP

8

Administer the WKCE-CRT Test

Specific directions for the test begin on page 19. Be sure to review the test and test directions in advance.

The following elements are used throughout the specific directions:

Information that is only for you and is not to be read aloud is printed in this type style.

SAY

The directions you are to read aloud to the students are preceded by **SAY** and are printed in bold type.



This symbol accompanies anything concerning the timing of the test.



This symbol indicates places where you may want to use a test book to show sample questions or to make sure students have turned to the correct page.



This symbol indicates sessions in which calculators are required.



This symbol indicates sessions in which calculators may not be used by any student, including students whose IEP or Section 504 plan allows for such accommodation.

- ☐ Before administering the test, take a moment to have your students look through the test book. Point out the various locations of the STOP signs within the test. Tell the students that whenever they see one of these STOP signs, they should stop and wait quietly until they are told what to do next.
- ☐ Remind students to look for and answer every question on each page.
- ☐ Remind students that they must mark and write answers **ONLY** on the lines and in the spaces provided. Pencil marks in the test book margins will delay processing of the test books.

Directions for Administering the Reading Test

Make sure each student has his or her own test book, a No. 2 pencil, an extra eraser, and scratch paper.

SAY Please open your test book to Page 1 of the Reading test. Make sure it says “Reading Session 1” at the top of the page.



Demonstrate. Check to be sure that all students are in the correct place in their test books.

SAY In this test, you will mark your answers in the test book. Use only a No. 2 pencil.

In Session 1, you will be answering multiple-choice questions and short-answer questions. Multiple-choice questions are questions that ask you to choose the best answer. For the multiple-choice questions, you must fill in the circle completely and make your mark heavy and dark. If you want to change an answer, completely erase the mark you made before making a new mark. You must fill in only one circle for each multiple-choice question.

Short-answer questions are questions that require you to write your answer instead of filling in a circle. Write your answer on the lines and/or in the space provided in your test book. Answers or parts of answers written outside the boxed area will not be scored. You may use scratch paper to help you plan your answer, but remember to write your answer in the boxed area in your test book. After you have written your answer, be sure to read it to make sure you have expressed your ideas clearly and completely.

For both the multiple-choice questions and the short-answer questions, remember to refer back to the reading passages to help you answer the questions. Some questions may refer to two reading passages. Be sure to look back at both reading passages to help you answer these questions.

We will begin by doing some sample questions.

☐ SAMPLES A AND B

SAY Read the directions and the reading passage on Page 1 of your test book. Then do Sample A and Sample B. Stop when you have finished Sample A and Sample B.

*Give students time to answer Sample A and Sample B.
Do not read the samples aloud.*



Discuss Sample A and Sample B with the students after they have had time to complete them. The correct answer for Sample A is the third choice, and the correct answer for Sample B is the first choice.

It may be helpful to hold up a folded test book so that students can be sure they are on the correct page.

Following the instructions exactly ensures similar testing conditions in all classrooms. Test directions should be read as written.

Be sure students use a No. 2 pencil.

Directions

Read the short passage “Fast Tracks.” Then do Sample A and Sample B.

Fast Tracks

The fastest person can run about 26 miles per hour. However, there are even faster speeds in the animal world. Did you know that the ostrich can run up to 40 miles per hour? The cheetah, however, wins the race. It can dash up to 60 miles per hour when running on flat ground for short distances. Now that’s impressive!

Sample A

This passage is mainly about

- ☐ why cheetahs run races on flat ground
- ☐ how people can run at amazing speeds
- ☐ how some animals can run faster than people
- ☐ why ostriches can run up to 40 miles per hour

Sample B

Which question would the information in this passage help you answer?

- ☐ Which animal can run the fastest?
- ☐ Where do cheetahs and ostriches live?
- ☐ Why do some people run faster than others?
- ☐ How many kinds of animals are in the world?

SESSION 1 40 minutes



Now you will do Session 1 of the Reading test.

Remember to read all of the directions and information in the test book. Be sure to refer back to the reading passages to help you choose the best answers to the questions. When you come to the word “STOP” at the bottom of the page, you have finished Session 1.

You may go back over Session 1 and check your answers, but do not go on to Session 2 or to any other part of the test book. When you have finished, sit quietly until everyone else has finished.

Are there any questions?

When you are sure that all students understand the directions, continue.

SAY You will have 40 minutes to do Session 1. Make sure you stop at the end of Session 1.

Turn the page. You may begin.

Record the starting and stopping times for Session 1.



RECORD THE STARTING TIME:	ADD 40 MINUTES:	RECORD THE STOPPING TIME:
_____	+ 40	_____



Check to be sure that students are marking and writing their answers in the appropriate places in their test books.

At the stopping time,

SAY Stop. This is the end of Session 1. Please close your test book.

If you are not immediately administering another session, collect all test materials. Discard all used scratch paper. Make sure all test books are placed in a secure location until the beginning of the next testing session.

SESSION 2 40 minutes

Make sure each student has his or her own test book, a No. 2 pencil, and an extra eraser.

SAY Open your test book to the page labeled “Reading Session 2.”



Demonstrate. Please note that, although the testing time for a session is the same on every form of the test, in different forms the session may start on different pages of the test book. Therefore, do not identify page numbers to the students. Instead, check to be sure that all students are on the page with the correct session header.

SAY In Session 2, you will be answering multiple-choice questions. Multiple-choice questions are questions that ask you to choose the best answer. Remember, for the multiple-choice questions, you must fill in the circle completely and make your mark heavy and dark. If you want to change an answer, completely erase the mark you made before making a new mark. You must fill in only one circle for each multiple-choice question.

Be sure students do not write in the test book margins. Pencil marks in the margins will delay processing of the test book

Although the testing time for a session is the same on every form of the test, in different forms the session may start on different pages of the test book. Therefore, do not identify page numbers to the students. Instead, check to be sure that all students are on the page with the correct session header.

SAY Remember to refer back to the reading passages to help you answer the questions. Some questions may refer to two reading passages. Be sure to look back at both reading passages to help you answer these questions.

You will have 40 minutes to do Session 2. Work until you come to the word “STOP” at the bottom of the page. You may go back over Session 2 and check your answers, but do not go back to Session 1 or on to Session 3 or to any other part of the test book. When you have finished, sit quietly until everyone else has finished.

Are there any questions?

When you are sure that all students understand the directions, continue.

SAY Turn the page. You may begin.

Record the starting and stopping times for Session 2.



RECORD THE STARTING TIME:	ADD 40 MINUTES:	RECORD THE STOPPING TIME:
_____	+ 40	_____



Check to be sure that students are marking and writing their answers in the appropriate places in their test books.

At the stopping time,

SAY Stop. This is the end of Session 2. Please close your test book.

If you are not immediately administering another session, collect all test materials. Make sure all test books are placed in a secure location until the beginning of the next testing session.

SESSION 3 40 minutes

Make sure each student has his or her own test book, a No. 2 pencil, an extra eraser, and scratch paper.

SAY Open your test book to the page labeled “Reading Session 3.”



Demonstrate. Check to be sure that students are in the correct place in their test books.

SAY In Session 3, you will be answering multiple-choice questions and short-answer questions. Multiple-choice questions are questions that ask you to choose the best answer. Remember, for the multiple-choice questions, you must fill in the circle completely and make your mark heavy and dark. If you want to change an answer, completely erase the mark you made before making a new mark. You must fill in only one circle for each multiple-choice question.

Short-answer questions are questions that require you to write your answer instead of filling in a circle. Write your answer on the lines and/or in the space provided in your test book. Answers or parts of answers written outside the boxed area will not be scored. You may use scratch paper to help you plan your answer, but remember to write your answer in the boxed area in your test book. After you have written your answer, be sure to read it to make sure you have expressed your ideas clearly and completely.

For both the multiple-choice questions and the short-answer questions, remember to refer back to the reading passages to help you answer the questions. Some questions may refer to two reading passages. Be sure to look back at both reading passages to help you answer these questions.

You will have 40 minutes to do Session 3. Work until you come to the word “STOP” at the bottom of the page. You may go back over Session 3 and check your answers, but do not go back to Session 2 or on to Session 4 or to any other part of the test book. When you have finished, sit quietly until everyone else has finished.

Are there any questions?

When you are sure that all students understand the directions, continue.

SAY Turn the page. You may begin.

Record the starting and stopping times for Session 3.



RECORD THE STARTING TIME:	ADD 40 MINUTES:	RECORD THE STOPPING TIME:
_____	+ 40 _____	_____



Check to be sure that students are marking and writing their answers in the appropriate places in their test books.

At the stopping time,

SAY Stop. This is the end of Session 3. Please close your test book.

If you are not immediately administering another session, collect all test materials. Discard all used scratch paper. Make sure all test books are placed in a secure location until the beginning of the next testing session.

SESSION 4 30 minutes

Make sure each student has his or her own test book, a No. 2 pencil, an extra eraser, and scratch paper.

SAY Open your test book to the page labeled “Reading Session 4.”



Demonstrate. Check to be sure that students are in the correct place in their test books.

SAY In Session 4, you will be answering multiple-choice questions and short-answer questions. Multiple-choice questions are questions that ask you to choose the best answer. Remember, for the multiple-choice questions, you must fill in the circle completely and make your mark heavy and dark. If you want to change an answer, completely erase the mark you made before making a new mark. You must fill in only one circle for each multiple-choice question.

Short-answer questions are questions that require you to write your answer instead of filling in a circle. Write your answer on the lines and/or in the space provided in your test book. Answers or parts of answers written outside the boxed area will not be scored. You may use scratch paper to help you plan your answer, but remember to write your answer in the boxed area in your test book. After you have written your answer, be sure to read it to make sure you have expressed your ideas clearly and completely.

Be sure students do not write in the test book margins. Pencil marks in the margins will delay processing of the test book.

SAY For both the multiple-choice questions and the short-answer questions, remember to refer back to the reading passages to help you answer the questions. Some questions may refer to two reading passages. Be sure to look back at both reading passages to help you answer these questions.

You will have 30 minutes to do Session 4. Work until you come to the word “STOP” at the bottom of the page. You may go back over Session 4 and check your answers, but do not go back to Session 3 or on to the Mathematics test or to any other part of the test book. When you have finished, sit quietly until everyone else has finished.

Are there any questions?

When you are sure that all students understand the directions, continue.

SAY Turn the page. You may begin.

Record the starting and stopping times for Session 4.



RECORD THE
STARTING TIME:

ADD 30 MINUTES:

RECORD THE
STOPPING TIME:

+ 30



Check to be sure that students are marking and writing their answers in the appropriate places in their test books.

At the stopping time,

SAY Stop. This is the end of Session 4. Please close your test book.

If you are not immediately administering another session, collect all test materials. Discard all used scratch paper. Make sure all test books are placed in a secure location until the beginning of the next testing session.

At the end of the testing session, have students check to see that they have no extraneous materials—pencils, scratch paper, etc.—inside their test books.

Directions for Administering the Mathematics Test

Make sure each student has his or her own test book, punch-out tools, a No. 2 pencil, an extra eraser, and scratch paper. THE PUNCH-OUT TOOLS AND SCRATCH PAPER SHOULD NOT BE RETURNED WITH THE TESTING MATERIALS.



NOTE: The use of a calculator is not allowed to solve the problems in Session 1.

If punch-out tools have not been removed from the sheets, instruct students to do so at this time.



Please open your test book to Page 1 of the Mathematics test. Make sure it says “Mathematics Session 1” at the top of the page.



Demonstrate. Check to be sure that all students are in the correct place in their test books.



Remember to use only a No. 2 pencil in this test. Please look at the no calculator symbol at the bottom of the page. This symbol means you may not use a calculator to help solve problems in this session of the test.



In Session 1, you will be answering multiple-choice questions and short-answer questions. Multiple-choice questions are questions that ask you to choose the best answer. For the multiple-choice questions, you must fill in the circle completely and make your mark heavy and dark. If you want to change an answer, completely erase the mark you made before making a new mark. You must fill in only one circle for each multiple-choice question.

You may use scratch paper to work the multiple-choice questions, but remember to fill in the circle that goes with the answer you choose. Some problems may require you to simplify your answer or reduce it to lowest terms.

Short-answer questions are questions that require you to write your answer instead of filling in a circle. Each short-answer question has a Step A and a Step B. Write your answers within the boxed area only, on the lines and/or in the space provided. Be sure to answer the question completely to show you clearly understand the question. Do not write outside the boxed area. The boxed area is your answer space. Only what you write in the answer space will be scored. You do not need to use the entire answer space.

IMPORTANT: Distribute scratch paper and punch-out tools along with test books.

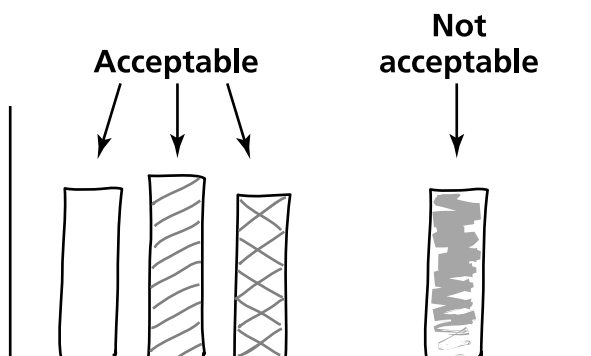
It may be helpful to hold up a folded test book so that students can be sure they are on the correct page.

Following the instructions exactly ensures similar testing conditions in all classrooms. Test directions should be read as written.

Be sure students use a No. 2 pencil.

SAY For the short-answer questions, if you are asked to complete or draw a chart or diagram, please do not use shading in your response. Shaded areas cannot be scored. Instead of shading, leave the outlined space plain or fill it in with parallel or crossed lines.

Demonstrate by drawing the illustration below on the board.



SAY If you need to erase, make sure you erase completely. Not erasing completely can result in scoring errors.

Are there any questions?

When you are sure that all students understand the directions, continue.

SAY We will begin by doing some sample questions.

☐ **SAMPLES A AND B**

SAY Do Samples A and B, beginning on Page 1. You will need to use your ruler to help you solve Sample B. Stop when you have finished the samples.

*Give students time to answer Samples A and B.
Do not read the samples aloud.*



Discuss Samples A and B with the students after they have had time to complete them. The correct answer for Sample A is the third choice, and the correct answer for Sample B is the first choice.

Directions

Work Sample A. Then work Sample B on Page 2.

Sample A

Steve spent about \$10.00 on two sale items. Which two sale items have a total cost of about \$10.00?

- ☐ clay and glue
- ☐ glitter and clay
- ☐ glitter and paint
- ☐ paint and glue

Sample B

Use the inch side of your ruler to help you solve this problem.

Which of these bracelets is $3\frac{1}{2}$ inches long?

- ☐
- ☐
- ☐
- ☐

SESSION 1

25 minutes



Now you will do Session 1 of the Mathematics test.

Remember to read all of the directions and information in the test book. When you come to the word "STOP" at the bottom of the page, you have finished Session 1.

You may go back over Session 1 and check your answers, but do not go back to the Reading test or on to Session 2 of the Mathematics test or to any other part of the test book. When you have finished, sit quietly until everyone else has finished.

Although the testing time for a session is the same on every form of the test, in different forms the session may start on different pages of the test book. Therefore, do not identify page numbers to the students. Instead, check to be sure that all students are on the page with the correct session header.

SAY You will have 25 minutes to do Session 1. Make sure you stop at the end of Session 1.

Are there any questions?

When you are sure that all students understand the directions, continue.

SAY You may begin.

Record the starting and stopping times for Session 1.



RECORD THE STARTING TIME:	ADD 25 MINUTES:	RECORD THE STOPPING TIME:
_____	+ 25	_____



Check to be sure that students are marking and writing their answers in the appropriate places in their test books.

At the stopping time,

SAY Stop. This is the end of Session 1. Please close your test book.

If you are not immediately administering another session, collect all test materials. Discard all used scratch paper. Make sure all test books are placed in a secure location until the beginning of the next testing session.

SESSION 2 35 minutes



Students may use calculators to solve the problems in Session 2.

Make sure each student has his or her own test book, punch-out tools, a No. 2 pencil, an extra eraser, scratch paper, and a calculator.

FOR SECURITY REASONS, CALCULATOR MEMORIES MUST BE CLEARED IMMEDIATELY PRIOR TO AND AT THE COMPLETION OF EACH SESSION FOR WHICH CALCULATORS ARE ALLOWED. *Directions for clearing memory are included on pages 36 through 38 of this manual.*

Students whose district permits use of a graphing calculator for the Mathematics test must back up stored information to an alternative storage device before each session for which calculators are allowed. If any students refuse to clear their graphing calculator's memory, they may not use their graphing calculator; they must use a different calculator. Schools should have some spare calculators available at the testing site for student use.

It is the responsibility of each examiner to confirm that, in every case, this procedure has been followed. It is recommended that examiners collect calculators and clear memories prior to and following the test session. However, each school or examiner may determine how best to accomplish the task of clearing calculator memories. Follow the instructions on pages 36 through 38 for clearing the memory of different calculator brands and models.

SAY Open your test book to the page labeled “Mathematics Session 2.” You may use a calculator to help solve problems in this session of the test.



Demonstrate. Please note that, although the testing time for a session is the same on every form of the test, in different forms the session may start on different pages of the test book. Therefore, do not identify page numbers to the students. Instead, check to be sure that all students are on the page with the correct session header.

SAY In Session 2, you will be answering multiple-choice questions and short-answer questions. Multiple-choice questions are questions that ask you to choose the best answer. Remember, for the multiple-choice questions, you must fill in the circle completely and make your mark heavy and dark. If you want to change an answer, completely erase the mark you made before making a new mark. You must fill in only one circle for each multiple-choice question.

Short-answer questions are questions that require you to write your answer instead of filling in a circle. Each short-answer question has a Step A and a Step B. Write your answers within the boxed area only, on the lines and/or in the space provided. Be sure to answer the question completely to show you clearly understand the question. Writing “I used my calculator” is not a sufficient response. Do not write outside the boxed area. The boxed area is your answer space. Only what you write in the answer space will be scored. You do not need to use the entire answer space.

Remember, for the short-answer questions, you must not use shading in your responses. If you need to erase, make sure you erase completely.

You will have 35 minutes to do Session 2. When you come to the word “STOP” at the bottom of the page, you have finished Session 2. You may go back over Session 2 to check your answers, but do not go back to Session 1 or on to Session 3 or to any other part of the test book. When you have finished, sit quietly until everyone else has finished.

Are there any questions?

When you are sure that all students understand the directions, continue.

Be sure students do not write in the test book margins. Pencil marks in the margins will delay processing of the test book.

SAY Turn the page. You may begin.

Record the starting and stopping times for Session 2.



RECORD THE
STARTING TIME:

ADD 35 MINUTES:

RECORD THE
STOPPING TIME:

_____ + 35 _____



Check to be sure that students are marking and writing their answers in the appropriate places in their test books.

At the stopping time,

SAY Stop. This is the end of Session 2. Please close your test book.

It is imperative that examiners make sure all calculator memories have been cleared. Examiners may either collect the calculators and carry out or supervise this procedure, or they may request students clear their own calculator memories, following the directions on pages 36 through 38 of this manual. If calculator memories are cleared by the students, the examiners must check to make sure each calculator memory has been cleared.

If you are not immediately administering another session, collect all test materials. Discard all used scratch paper. Make sure all test books are placed in a secure location until the beginning of the next testing session.

SESSION 3 30 minutes



Students may use calculators to solve the problems in Session 3.

FOR SECURITY REASONS, CALCULATOR MEMORIES MUST BE CLEARED IMMEDIATELY PRIOR TO AND AT THE COMPLETION OF EACH SESSION FOR WHICH CALCULATORS ARE ALLOWED. *Directions for clearing memory are included on pages 36 through 38 of this manual.*

Make sure each student has his or her own test book, punch-out tools, a No. 2 pencil, an extra eraser, scratch paper, and a calculator.

SAY Now you will complete Session 3 of the Mathematics test. You may use a calculator to help solve problems in this session of the test.



Open your test book to the page labeled "Mathematics Session 3."



Demonstrate. Check to be sure that all students are in the correct place in their test books.

SAY In Session 3, you will be answering multiple-choice questions and short-answer questions. Multiple-choice questions are questions that ask you to choose the best answer. Remember, for the multiple-choice questions, you must fill in the circle completely and make your mark

SAY heavy and dark. If you want to change an answer, completely erase the mark you made before making a new mark. You must fill in only one circle for each multiple-choice question.

Short-answer questions are questions that require you to write your answer instead of filling in a circle. Each short-answer question has a Step A and a Step B. Write your answers within the boxed area only, on the lines and/or in the space provided. Be sure to answer the question completely to show you clearly understand the question. Writing “I used my calculator” is not a sufficient response. Do not write outside the boxed area. The boxed area is your answer space. Only what you write in the answer space will be scored. You do not need to use the entire answer space.

Remember, for the short-answer questions, you must not use shading in your responses. If you need to erase, make sure to erase completely.

You will have 30 minutes to do Session 3. Work until you come to the word “STOP” at the bottom of the page. You may go back over Session 3 and check your answers, but do not go back to Session 2 or on to Session 4 or to any other part of the test book. When you have finished, sit quietly until everyone else has finished.

Are there any questions?

When you are sure that all students understand the directions, continue.

SAY Turn the page. You may begin.

Record the starting and stopping times for Session 3.



RECORD THE STARTING TIME:	ADD 30 MINUTES:	RECORD THE STOPPING TIME:
_____	+ 30	_____



Check to be sure that students are marking and writing their answers in the appropriate places in their test books.

At the stopping time,

SAY Stop. This is the end of Session 3. Please close your test book.

It is imperative that examiners make sure all calculator memories have been cleared. Examiners may either collect the calculators and carry out or supervise this procedure, or they may request students clear their own calculator memories, following the directions on pages 36 through 38 of this manual. If calculator memories are cleared by the students, the examiners must check to make sure each calculator memory has been cleared.

If you are not immediately administering another session, collect all test materials. Discard all used scratch paper. Make sure all test books are placed in a secure location until the beginning of the next testing session.

SESSION 4, PART A 10 minutes



The use of a calculator is not allowed to solve the problems in Session 4, Part A.

Make sure each student has his or her own test book, punch-out tools, a No. 2 pencil, an extra eraser, and scratch paper.

SAY Open your test book to the page labeled “Mathematics Session 4.”



Demonstrate. Check to be sure that all students are in the correct place in their test books.

SAY Please look at the no calculator symbol at the bottom of the page. This symbol means you may not use a calculator to help solve problems in this part of the test.



In Session 4, you will be answering multiple-choice questions and short-answer questions. Multiple-choice questions are questions that ask you to choose the best answer. Remember, for the multiple-choice questions, you must fill in the circle completely and make your mark heavy and dark. If you want to change an answer, completely erase the mark you made before making a new mark. You must fill in only one circle for each multiple-choice question.

Short-answer questions are questions that require you to write your answer instead of filling in a circle. For each short-answer question, write your answer within the boxed area only, on the lines and/or in the space provided. Be sure to answer the question completely to show you clearly understand the question. Do not write outside the boxed area. The boxed area is your answer space. Only what you write in the answer space will be scored. You do not need to use the entire answer space.

Remember, for the short-answer questions, you must not use shading in your responses. If you need to erase, make sure to do so thoroughly.

Now you will do Part A of Session 4, take a break, and then do Part B. You will have 10 minutes to do Part A. Work until you come to the word “STOP” at the bottom of the page. You may go back over Part A and check your answers, but do not go back to Session 3 or on to Part B of Session 4 or to any other part of the test book. When you have finished, sit quietly until everyone else has finished.

Are there any questions?

When you are sure that all students understand the directions, continue.

SAY Turn the page. You may begin.

Record the starting and stopping times for Part A of Session 4.



RECORD THE
STARTING TIME:

ADD 10 MINUTES:

RECORD THE
STOPPING TIME:

+ 10



Check to be sure that students are marking and writing their answers in the appropriate places in their test books.

At the stopping time,

SAY Stop. This is the end of Part A of Session 4. Please close your test book. We will take a break now.

Allow the students a five- to ten-minute break.

At the end of the break, continue to Part B of Session 4.

SESSION 4, PART B

10 minutes

Students may use calculators to solve the problems in Session 4, Part B.



FOR SECURITY REASONS, CALCULATOR MEMORIES MUST BE CLEARED IMMEDIATELY PRIOR TO AND AT THE COMPLETION OF EACH SESSION FOR WHICH CALCULATORS ARE ALLOWED. *Directions for clearing memory are included on pages 36 through 38 of this manual.*

Make sure each student has his or her own test book, punch-out tools, a No. 2 pencil, an extra eraser, scratch paper, and a calculator.

SAY Now you will complete Part B of Session 4. You may use a calculator to help solve problems in this part of the test.



Open your test book to the page labeled "Part B."



Demonstrate. Check to be sure that all students are in the correct place in their test books.

SAY You will have 10 minutes to do Part B of Session 4. Work until you come to the word "STOP" at the bottom of the page. You may go back over Part B and check your answers, but do not go back to Part A of Session 4 or to any other part of the test book. When you have finished, sit quietly until everyone else has finished.

Are there any questions?

When you are sure that all students understand the directions, continue.

SAY You may begin.

Record the starting and stopping times for Part B of Session 4.



RECORD THE STARTING TIME:	ADD 10 MINUTES:	RECORD THE STOPPING TIME:
_____	+ 10	_____



Check to be sure that students are marking and writing their answers in the appropriate places in their test books.

At the stopping time,

SAY Stop. This is the end of Part B of Session 4. Please close your test book. **DO NOT** put your scratch paper or your punch-out tools in your test book.

It is imperative that examiners make sure all calculator memories have been cleared. Examiners may either collect the calculators and carry out or supervise this procedure, or they may request students clear their own calculator memories, following the directions on pages 36 through 38 of this manual. If calculator memories are cleared by the students, examiners must check to make sure each calculator memory has been cleared.

If you are not immediately administering another session, collect all test materials. Discard all used scratch paper. Scratch paper and punch-out tools should not be returned with the test materials.

Directions for Clearing Stored Memory from Calculators

Below are general directions for clearing the memory of some of the common graphing calculators. It is important that the memory of each calculator be cleared and that this is verified by the examiner at the beginning and at the end of each session or part for which calculators are allowed.

Texas Instruments (TI)

OPTION A

Press the following keys to clear the memory from each model of TI calculator.

- TI-73 and TI-73 Explorer: Press [ON], [2nd], [MEM], [7], [1], [2], verify*
- TI-80: Press [ON], [2nd], [MEM], [3], [2], verify*
- TI-81: Press [ON], [2nd], [RESET], [2], verify*

At the end of the testing session, have students check to see that they have no extraneous materials—pencils, scratch paper, punch-out tools—inside their test books.

- TI-82: Press [ON], [2nd], [MEM], [3], [2], verify*
- TI-83: Press [ON], [2nd], [MEM], [5], [1], [2], verify*
- TI-83+ and TI-84+: Press [ON], [2nd], [MEM], [7], toggle right (right arrow key) **twice** to iALL, " press [1], [2], verify*
- TI-85: Press [ON], [2nd], [MEM], [F3], [F1], [F4], verify*
- TI-86: Press [ON], [2nd], [MEM], [F3], [F1], [F4], verify*
- TI-89 and TI-89 Titanium: Press [ON], [2nd], [MEM], [F1], select "All Memory," press [ENTER], [ENTER]. The only verification that memory is cleared from the TI-89 is that the screen will now display the home page.

OPTION B

(requires a small Phillips™ screwdriver) The following will clear the memory from any of the above-mentioned TI models.

1. Remove **ALL** batteries from calculator, including back-up lithium batteries. Use the screwdriver to remove the brace from the lithium battery.
2. Wait 5 minutes before replacing batteries (if batteries are fresh, this may take longer than 5 minutes).
3. Turn calculator [ON].
4. Verify* that memory has been cleared.

*Verification: Please note that resetting the calculator may adjust the contrast on the screen and cause the screen to appear dark or blank. To check cleared memory, adjust the contrast by pressing [2nd] and the up or down toggle keys (arrow keys) alternately several times to bring the contrast back up. Screen must display "Mem cleared" or "RAM cleared." If it does not, repeat the procedure.

CASIO

The following instructions will clear the memory from the FX7400G, FX7400G+, and Algebra FX2.0. (A paper clip is required.)

1. Turn calculator [ON].
2. Each calculator has a one-touch reset button located on the back of the calculator.
3. Press the reset button with the tip of a paper clip.
4. Screen will display "Reset all memory? [YES] [NO]."
5. Select [YES].
6. Verify that screen displays "Reset all Memory." If screen is blank or dark, adjust contrast (press [MENU], [CONT], [EXE], toggle down—down arrow key—to CONTRAST, use right and/or left arrow key to adjust contrast).

The following instructions will clear the memory of the CFX-9970G.

1. Highlight the SYS icon on the main menu and then press [EXE].
2. Use the toggle down (down arrow) to highlight "RESET" on the screen; then press [EXE].
3. Press [F1] to reset the calculator.
4. Confirm that screen reads "MEMORY CLEARED!" and press [MENU] to resume calculator operation.

HEWLETT PACKARD (HP)

The following instructions will clear the memory from the HP-49G.

1. Turn calculator [ON].
2. Simultaneously press the keys in the LOWER LEFT, UPPER LEFT, and UPPER RIGHT corners.
3. Screen will go blank momentarily.
4. Screen will display "Try to recover memory? [YES] [NO]."
5. Select [NO].
6. Verify that screen then displays "Memory clear."

SHARP

The following instructions will clear the memory from the EL-9400, EL-9450, EL-9600, EL-9600c, EL-9650, and EL-9900.

1. Press [2nd F] [Option] [E] to enter RESET mode.
 2. Select "2. ALL MEMORY" to delete all data.
 3. Screen will display text verifying reset of data.
- or
1. Turn calculator off.
 2. Press reset switch on back (may require a paper clip and/or removal of battery cover).
 3. View screen and press [CL] to confirm reset of calculator data, if prompted.

STEP

9

Fill In the Student Assessment Report (back cover of the test book)

The Student Assessment Report on the back cover must be completed for all students who do not have a student pre-ID label or who participated in an Alternate Assessment (WAA) or who used a testing accommodation. Before beginning, make sure that the student name has been printed on the back cover of the test book (a student pre-ID label may also be used). Use only a No. 2 pencil when completing the Student Assessment Report. For information related to the descriptions of Wisconsin Alternate Assessments for Students with Disabilities (WAA-SwD) and English Language Learners (WAA-ELL), see <http://dpi.wi.gov/oea/wsasalt.html>.

To be provided by school or district personnel with access to the relevant student records after completion of testing:

1. Section 1: English Language Proficiency

In section 1, fill in the circle that indicates the student's English Language Proficiency (ELP) status code **only if there is not a student pre-ID label affixed to the front cover of the test book**. If there is a student pre-ID label affixed to the front cover, then leave section 1 blank. The ACCESS for ELLs™ test must be used to determine the appropriate code (1–5) if the student is an English Language Learner (ELL). Code 6 is “Formerly ELL/Now Fully English Proficient.” Code 7 is “Never ELL/Fully English Proficient.” Code 7 will be assumed if this section is left blank and there is no label. See <http://dpi.wi.gov/oea/ells.html> for descriptions associated with each code.

2. Section 2: WSAS Alternate Assessments—Pre-Requisite English (WAA-ELL)

In section 2, fill in the appropriate circle or circles **only if the student is an ELL student and participated in the WSAS Alternate Assessments**. If an ELL student has an English Language Proficiency (ELP) status code of 1 or 2, that student **may** participate in WSAS Alternate Assessments in lieu of WKCE-CRT; fill in the appropriate circle under each of the subject areas listed. If an ELL student has an English Language Proficiency status code of 3, 4, or 5, that student **must** participate in **all** regular assessments (WKCE-CRT with appropriate accommodations), but **may also** participate in Alternate Assessments in the same subject areas; fill in the appropriate circle only for those subject areas assessed through Alternate Assessment.

3. **Section 3: WSAS Alternate Assessments—Pre-Requisite Skill (WAA-SwD)**

In section 3, fill in the appropriate circle or circles **only if the student is a student with a disability who is not expected to take one or more regular assessments based on the student's IEP, and the student participated in WSAS Alternate Assessments for Students with Disabilities (WAA-SwD)**. If a student with a disability took the WKCE-CRT in a subject area, then leave the circles under that subject area blank.

4. **Section 4: WKCE-CRT Assessment Accommodations for ELL and SwD Students**

Complete section 4 for each subject area test for English Language Learners (ELL) and Students with Disabilities (SwD) who participated in the WKCE-CRT with one or more allowable accommodations. Fill in all that apply by subject area.

Back Cover of the Test Book

(Please use a No. 2 pencil to complete this page.)

Student Assessment Report		<p><i>This page is to be completed after WKCE-CRT testing.</i></p> <p>WSAS at grades 3–8 and 10 includes both regular assessments and alternate assessments, WSAS Alternate Assessments—Pre-Requisite English (WAA-ELL) and WSAS Alternate Assessments—Pre-Requisite Skill (WAA-SwD). Record Alternate Assessment results for this student, as appropriate, on this page by filling in the appropriate circles. Summary reports about your school will be based on WKCE-CRT scores and the results recorded below.</p>					
<p>Place a student label with a barcode here, or write student's name on the line below.</p>							
1	English Language Proficiency						
	<p>Directions: Complete Section 1 for all students without Pre-ID labels or for whom the Pre-ID label was discarded. Record the English Language Proficiency (ELP) status code for the student by filling in the appropriate circle. Code 7 will be assumed if this section is left blank.</p>						
	Limited English Proficient					English Proficient	
	1 ○	2 ○	3 ○	4 ○	5 ○	6 ○	7 ○
2	WSAS Alternate Assessments—Pre-Requisite English (WAA-ELL)						
	<p>Directions: Complete Section 2 for all students who participated in WSAS Alternate Assessments—Pre-Requisite English. English Language Learner (ELL) students who have an English Language Proficiency (ELP) status code of 1 or 2 may take WAA-ELL in lieu of WKCE-CRT. WAA-ELL proficiency levels in all content areas may be based on assessments given in a language other than English. Fill in one circle under each subject.</p>						
	Subject:	Reading	Math	Science	Language Arts	Writing	Social Studies
	Minimal	○	○	○	○	○	○
	Basic	○	○	○	○	○	○
	Proficient	○	○	○	○	○	○
	Advanced	○	○	○	○	○	○
3	WSAS Alternate Assessments—Pre-Requisite Skill (WAA-SwD)						
	<p>Directions: Complete Section 3 for all students who participated in WSAS Alternate Assessments—Pre-Requisite Skill. If a student with a disability is not expected to take one or more regular assessments (WKCE-CRT) based on his/her IEP, complete and score the WSAS Alternate Assessments—Pre-Requisite Skill in those subject areas. Fill in one circle under each subject.</p>						
	Subject:	Reading	Math	Science	Language Arts	Writing	Social Studies
	PS Minimal	○	○	○	○	○	○
	PS Basic	○	○	○	○	○	○
	PS Proficient	○	○	○	○	○	○
	PS Advanced	○	○	○	○	○	○
4	WKCE-CRT Assessment Accommodations for ELL and SwD Students						
	<p>Directions: Complete Section 4 for each subject area test for English Language Learners (ELL) and Students with Disabilities (SwD) who participated in WKCE-CRT with accommodations. Fill in all that apply.</p>						
	Subject:	Reading	Math	Science	Language Arts	Writing	Social Studies
	ELL	○	○	○	○	○	○
	SwD	○	○	○	○	○	○



Before assembling materials, check to see that there are no extraneous materials—pencils, scratch paper, punch-out tools, etc.—inside the test books.

STEP
10

Assemble Materials for Return

After your testing is complete, check students' test books to be sure

- ☐ all information on the Student Information Page is accurate and complete (if labels are not used)
- ☐ all information on the back cover of the test book is accurate and complete
- ☐ all stray pencil marks are erased
- ☐ all erasures are complete
- ☐ all test books are accounted for and returned to the School Assessment Coordinator immediately. **The number of used and unused test books returned to the School Assessment Coordinator must exactly match the number of test books given to you at the start of testing.**

NOTE: CHECK TO SEE THAT THE PUNCH-OUT TOOLS ARE NOT IN THE TEST BOOKS. DO NOT RETURN SCRATCH PAPER OR THE PUNCH-OUT TOOLS.

Marking Tests Invalid

Every effort must be made to administer both content area tests in the WKCE-CRT to all students. For those students who have missed taking the WKCE-CRT content area tests, you must provide additional opportunities during the testing window (October 23–November 24, 2006) for students to take either or both of the content areas administered during their absence. Remember, once the state-designated testing window closes, all testing ends.

A test may be marked invalid if, during the testing session, the student is removed from the test administration site for reasons including, but not limited to, disturbed behavior, health-related issues, etc.

To invalidate a Reading or Mathematics test, fill in all circles for Questions 1 through 5 for the respective content area(s).

Students whose tests are invalidated count as not-tested students for accountability purposes; therefore, invalid tests may adversely impact the federal accountability requirement of 95% participation rate for a school and district.

Return all test materials to your School Assessment Coordinator.

THE ASSESSMENT MATRIX

Guidance for All Students is determined on an as-needed basis. Accommodations for SwD/504 are determined by IEP/504 Plan. Accommodations for ELL are determined by a teacher process.		Guidelines for All Students	Accommodations for Students with Disabilities/504	Accommodations for English Language Learners
<i>I. Assistance Prior to Administering the Test</i>				
1.	Teach test-taking skills.	●	●	●
2.	Administer practice activities.	●	●	●
<i>II. Motivational</i>				
1.	Provide treats, snacks, or prizes, as appropriate.	●	●	●
2.	Provide verbal encouragement of student's efforts.	●	●	●
3.	Encourage student who may be slow at starting to begin.	●	●	●
4.	Encourage student who may want to quit to sustain effort longer.	●	●	●
5.	Encourage student to remain on task.	●	●	●
<i>III. Presentation/Test Directions and Content</i>				
1.	Use visual magnification devices.	●	●	●
2.	Use audio amplification devices.	●	●	●
3.	Use markers to maintain place.	●	●	●
4.	Allow students to mark with pencil as they read test content. ⁴	●	●	●
5.	Read directions aloud.	●	●	●
6.	Use a tape recording of directions.	●	●	●
7.	Use directions that have been marked with pencil by teacher and student.		●	●
8.	Reread directions for each subtask as needed.	●	●	●
9.	Simplify language in directions. ¹ (Read directions without expansion or extension.)		●	●
10.	Have student reread and restate directions in his/her own words.		●	●
11.	Use sign language or oral interpreters for directions and sample items.		●	●
12.	Turn pages for the student.		●	
13.	Provide spelling assistance where appropriate. (not allowed on Reading or Language Arts tests)		●	●
14.	Use directions that have been marked with highlighting by teacher and student. ²		●	●
15.	Provide Braille or large print editions of the test.		●	

16.	Provide a copy of diagram/tables needed for tasks so student does not have to flip back and forth in test book.			●	
17.	Read questions and content to student. ¹ (not allowed for Reading test of WKCE-CRT)			●	●
18.	Sign questions and content to student. ¹			●	
19.	Use text-talker converter. ¹			●	
20.	Provide the assistance of a qualified translator to read or translate test items in content areas (orally or in writing). ¹ (not allowed on Reading or Language Arts tests)				●
21.	Read questions and content aloud in simplified English, in English as written, or in the native language. (not allowed on Reading or Language Arts tests)				●
22.	Provide spelling assistance, such as spelling dictionaries and spell/grammar checkers. Provide bilingual word lists, customized dictionaries (word-to-word translations), and glossaries. ¹ (not allowed on Reading or Language Arts tests)				●
23.	Explain/clarify directions in native language or English. Provide both oral and written directions in either native language or English, including audiotaped directions. (not allowed on Reading or Language Arts tests)				●
24.	Provide audio recording of test items in English that is simplified English for words not related to content. (not allowed on Reading or Language Arts tests)				●
IV. Response					
1.	Allow students in Grades 3 and 4 with an IEP or 504 Plan to use a calculator on all sections except the sections measuring computation skills.			●	●
2.	Mark responses in large-print answer document.			●	●
3.	For selected-response items, indicate responses to a scribe.	●		●	●
4.	Record responses on audiotape. (not allowed for constructed-response Writing test)	●		●	●
5.	For selected-response items, use sign language to indicate response.	●		●	●
6.	Use template to maintain place for responding.	●		●	●
7.	Use graph paper to align work.	●		●	●
8.	For constructed-response items, indicate responses to a scribe, except for Writing test.	●		●	●
9.	Use pencils adapted in size or grip.	●		●	●
10.	Use speech synthesizer or electronic reader.			●	
11.	Use computer or word processor for recording responses; then transcribe into the test book.			●	
12.	Use Braille writer for recording responses.			●	
13.	Use communications device to indicate responses.			●	
14.	Use lined or grid paper for recording answers when only blank space is provided.			●	
15.	Allow student to use highlighter as student reads content of test. ²			●	●
16.	Allow student to respond orally (or in writing) in native language and a translator records (or translates) student response in writing into English. (not allowed on Reading or Language Arts tests) ¹				●
17.	Provide audio recording of test items in native language version. (not allowed on Reading or Language Arts tests) ¹				●
18.	Provide side-by-side bilingual test or translated version. (not allowed on Reading or Language Arts tests) ¹				●

THE ASSESSMENT MATRIX

	Guidelines for All Students	Accommodations for Students with Disabilities/504	Accommodations for English Language Learners
V. Setting			
1. Provide distraction-free space or an alternative location for the student (e.g., study carrel, front of classroom).	•	•	•
2. Take the test with a small group or a different class.	•	•	•
3. Take the test at home or in a care facility (e.g., hospital), with district supervision.	•	•	•
4. Use adaptive furniture.	•	•	•
5. Use special lighting and/or acoustics.	•	•	•
6. Place the student in the room or part of the room where he/she is most comfortable.	•	•	•
7. Provide for an individual and supervised test administration.	•	•	•
8. Allow the student freedom to move, stand, or pace during an individualized administration of the test.		•	
VI. Timing/Scheduling			
1. Timing of the test ³	•	•	•
Each section of every test has a specific time allotment for completion. A person administering the test may provide a break or multiple breaks as long as the time allotted for students to take the test is provided. Example: The time allotment for a section of a test is one hour. Instead of scheduling the test from 9:00 a.m. to 10:00 a.m., the test administrator may schedule it from 9:00 a.m. to 10:15 a.m. and provide a 15-minute break. The students are given the time allotted to take the test—one hour—and are given a 15-minute break.	•	•	•
2. Scheduling	•	•	•
Each tested subject is given in multiple sections. There is no need to test all sections in a subject on the same day. Example: Mathematics has multiple sections. All Mathematics sections can be given in one day, or sections can be given on multiple days.	•	•	•
3. Provide extra time for any timed test. ^{1, 3} Each section of every test has a specific time allotment to complete the test. ELL students and Students with Disabilities/504 may be provided extra time beyond the time allotted. Example: The time allotment for a section of the test is one hour. Time may be extended for as long as the student needs to complete this section as long as this section is completed within the day it has been started.		•	•
4. Allow more breaks that result in extra time for any timed test. ^{1, 3} ELL students and Students with Disabilities/504 may have additional and/or extended breaks beyond the number of breaks provided during the administration of the test.		•	•

Explanations of Footnotes

¹ Denotes a Category 2 accommodation, which is an accommodation that may possibly have an effect on student performance that should be considered when interpreting individual test scores.

² Denotes an accommodation involving the use of highlighters. Highlighters may be used only by ELL students and Students with Disabilities. Please note: Carefully supervise the use of highlighters because they may cause smudging of pencil marks and bubbles and, therefore, could affect reliability of scoring. If highlighters are used, the following guidelines must be followed:

Guidelines for Highlighters (CTB/McGraw-Hill):

1. Do not allow the highlighting of track marks, skunk lines, litho-barcodes, preslugged bubbles, or any carbon black printing. The highlighters cause these black inks to blur and bleed.
2. Do not allow the highlighting of pencil marks of any kind, whether bubbles or handwriting. The highlighters cause pencil marks to blur and bleed.
3. Use only highlighters from the following list (these highlighters were tested and found to have minimal problems):

Avery Hi-Liter
Avery Hi-Liter, thin-tipped
Bic Brite-Liner
Sanford Major Accent
Sanford Pocket Accent, thin-tipped

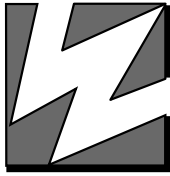
³ Denotes an accommodation for which test security should be considered.

Test security must be maintained during all breaks within a testing session. To lessen the risk of a security breach during these breaks, students requiring the use of restroom facilities must be escorted by either the proctor or a test examiner. In addition, students must not be allowed to use any form of wireless communication during these breaks.

⁴ Parameters for marking test book with No. 2 pencil.

- Do not mark in the bubble answer positions.
- Do not mark in the student pre-ID litho-barcode on the litho-barcode label.
- Do not mark in the timing tracks (the parallel lines along the side of the test book).
- Do not mark in the skunk lines (the little squares and rectangles across the bottom of each page of the test book).
- Do not mark in the Litho codes (the squares and numbers across the bottom of the document on the first and last page of the test book).
- Do not mark more than one answer bubble as the scanner cannot determine a response.

The Assessment Matrix was updated as of June 2006.



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